

University of California, Los Angeles, Graduate School of Education and Information Studies
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Title: "Library Scholars Program"

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Library Scholars Program (LSP)

Abstract

The UCLA Department of Information Studies proposes recruiting six doctoral students whose research emphasis will be on public librarianship, children's services, and/or multicultural library services. This project will be implemented over three years:

Year 1 (2003/04): Recruitment of LSP students.

Year 2 (2004/05): Students apply, are placed into the program, and begin their studies.

Year 3 (2005/06): LSP students continue their studies while apprenticing with faculty through graduate student research (GSR) work.

Grant funds will be used to pay travel and printing expenses associated with recruitment activities, plus cover the cost of flying LSP candidates to UCLA for interviews and a campus visit (2003/04). The grant will also fund first-year fellowships for those students selected to participate in the program (2004/05). UCLA will fund GSR positions for all LSP students during their second year of study (2005/06). UCLA will also sponsor a statewide forum to create a public library-related research agenda (2005/06).

Success of the project will be measured annually to see if objectives for the year have been met. Anticipated outcomes include:

- (1) an increase in the number of doctoral students-and eventually in the number of professors-whose research emphasis is in public librarianship, children's services, and/or multicultural library services;
- (2) creation of a statewide public library-related research agenda; and
- (3) establishment of the UCLA Department of Information Studies as the premier provider of public library-related research and doctoral studies.

Project Proposal

Although 30% of library school graduates start their careers in public libraries, only 21% of current library school faculty specialize in subject areas related to public librarianship, children's services, or multicultural library services. In addition, few doctoral students and even fewer recent Ph.D. graduates are interested in research topics related to public librarianship. This situation is of grave concern to practicing public librarians who not only worry about the future of the profession, but who have also lost faith in library education.

Recognizing the need for more library school faculty to teach and train future public librarians, the UCLA Department of Information Studies proposes recruiting six doctoral students whose research emphasis will be on public librarianship, children's services, and/or multicultural library services. This project, called the Library Scholars Program (LSP), will be implemented over three years. Recruitment will occur during the first grant year (2003/04). Students will apply and be placed into the program during the second year (2004/05). In the third year (2005/06), LSP students will continue their studies while apprenticing with faculty through graduate student research (GSR) work. Typically, GSR students assist faculty with their research, serve as teaching assistants, or oversee relevant departmental projects. This experience will be invaluable in helping students gain skills needed to become future professors.

Grant funds will be used to pay travel and printing expenses associated with recruitment activities, plus cover the cost of flying LSP candidates to UCLA for interviews and a campus visit (2003/04). The grant will also fund first-year fellowships for those students selected to participate in the program (2004/05). For its part, UCLA will fund GSR positions for all LSP students during their second year of study (2005/06). UCLA will also sponsor a statewide forum to create a public library-related research agenda (2005/06). Project students, as well as faculty and departmental staff, will work with practicing librarians to plan and carry-out the event.

In compliance with the Institute of Museum and Library Services' expectations that Ph.D. students will eventually seek employment in educational settings, all LSP students will be asked to sign an agreement stipulating that they will indeed pursue library school teaching positions after graduation or return to the library profession in some other position. Post-graduate employment will be tracked for up to a year after receiving the doctoral degree. While UCLA cannot promise that LSP alumni will find academic positions, the Department has had phenomenal success placing doctoral graduates in library schools throughout North America. Institutions currently employing recent UCLA graduates include the University of Kentucky College of Communications and Information Studies, the University of Toronto Faculty of Information Studies, the University of Pittsburgh Department of Library and Information Studies, Florida State University School of Information Studies, the University of Western Ontario Faculty of Information and Media Studies, and the Information School of the University of Washington.

Success of the project will be measured annually to see if objectives for the year have been met. Anticipated outcomes include (1) an increase in the number of doctoral students-and eventually in the number of professors-whose research emphasis is in public librarianship, children's services, and/or multicultural library services; (2) creation of a statewide public library-related research agenda; and (3) establishment of the UCLA Department of Information Studies as the premier provider of public library-related research and doctoral studies.

Impact of the Project: Anticipated Outcomes

The Library Scholars Program addresses the Institute of Museum and Library Services' recruitment and education priority #2: *to develop faculty to educate the next generation of library professionals*. In achieving this goal, the following outcomes are expected:

1. An increase in the number of doctoral students-and eventually in the number of professors-whose research emphasis is in public librarianship, children's services, and/or multicultural library services.

Although there is no census of doctoral students' research interests, several library and information science (LIS) schools (n=11) do post their doctoral students' and/or recent Ph.D. graduates' research agendas on their website. A review of these websites revealed that of the current 130 doctoral students who list their research interests, only 12 (9%) have a declared emphasis in areas related to public librarianship, children's services or multiculturalism. Moreover, only 8 (9%) of the 92 listed LIS dissertations completed since 1998 were on topics related to public librarianship, children's services or multiculturalism. By recruiting six LSP participants, the number of public library-focused doctoral students will increase by 50%.

2. Creation of a statewide public library-related research agenda.

In 1997, the California State Library held a two-day convocation with 100 librarians statewide to address concerns regarding public librarianship in the 21st century. Several service and research areas were identified at this meeting, including access, collection development and resource sharing, community collaboration, lifelong learning, promoting the value of libraries, staffing, and technology. While some of the group's priorities have been addressed in the intervening years, many others-especially those related to research-have not. In particular, minimal efforts have been undertaken to study services to multiculturally diverse communities and youth. As children's services expert Dr. Virginia Walter urges, research is needed to codify "best practices" in the public library field and to provide tangible evidence of public librarians' work. A statewide research agenda will provide the impetus for scholarly investigation by UCLA faculty and LSP students. More importantly, as a microcosm of the national library community, California's research agenda will no doubt serve as a model for LIS scholars nationwide.

3. Establishment of the UCLA Department of Information Studies as the premier provider of public library-related research and doctoral education.

With faculty and staff already renowned for their research on topics like children's services, multicultural library and information services, and public library after-school homework centers, the UCLA Department of Information Studies is becoming a leader in producing public library-related research. Furthermore, over the past five years, the Department has graduated 5 doctoral students with research agendas focusing on public librarianship, children's information seeking behaviors, public library reference services, and multiculturalism. The addition of six doctoral students with similar research interests, plus the creation of a model research agenda, will further position the Department as the premier provider of public library-related research and doctoral education. This, in turn, will attract future students and scholars who will continue to work toward strengthening the Department's commitment to public librarianship.

Diversity

Traditionally, public librarians have been the banner-wavers of services to diverse and otherwise disenfranchised communities. As democratic institutions, public libraries welcome people of all creeds, colors, ages, reading levels, and economic classes. No wonder, then, that a program designed to attract public librarians into academia would also embrace these all-inclusive tenets.

According to the Association for Library and Information Science Educators, less than 9% of U.S. library school doctoral students identify themselves as either American Indian (4%), Asian or Pacific Islander (2%), African American (5%), or Hispanic (2%). Furthermore, less than 20% of library school faculty are people of color.

In recruiting potential participants into the program, LSP personnel and current doctoral students will travel to four universities and attend two professional conferences in order to promote the program to as diverse a population of master's students and practitioners as possible. Included on the proposed list of trips are visits to the San Jose State University (CA) School of Library and Information Science, the University of South Florida School of Library and Information Science, Wayne State University (MI) Library and Information Science Program, and Dominican University Graduate School of Library and Information Science. In addition, recruiters will attend the Public Library Association conference (March 2004) and the statewide professional association conference in Texas (March 2004). Emphasis will be on recruiting master's students and practitioners of color, as well as prospective participants who have a demonstrated interest in pursuing research related to the library and information needs of children and multicultural populations. While recruitment is imperative for this particular project, these efforts will also go a long way toward promoting UCLA to future students as well.

Once enrolled in the UCLA Department of Information Studies, LSP students will be able to take advantage of doctoral course offerings, relevant master's courses, and classes in other departments. Of particular interest will be Information Studies (IS) courses on Intellectual Freedom and Information Policy Issues (IS-203), International Issues and Comparative Research (IS-207), Design of Library and Information Services (IS-220), Information Services in Culturally Diverse Communities (IS-227), Contemporary Children's Literature (IS-234), Information Seeking Behavior (IS-246), Techniques and Issues in Information Access (IS-250), Development of Cultural Information Sources Using Digital Multimedia (IS-275), Public Libraries (IS-423), and Library Services and Programs for Youth (IS-426).

In addition, LSP students will be given the opportunity to practice teaching techniques by designing and conducting one or more Friday Forums, the Department's series of continuing education workshops for practicing library personnel. Previous workshop topics include collection development and weeding, planning children's programs, organizing book clubs, managing public library homework centers, and grant-writing. LSP students will also be invited to participate in the Department's Diversity Recruitment and Mentoring Committee, made-up of faculty and local practitioners.

Design

In her book *Children & Libraries: Getting it Right*, associate professor Virginia Walter argues that more practicing librarians should pursue Ph.D. degrees so they, too, can become academicians. "The future of library education may depend on it," she contends, adding that faculty who were former practitioners are needed to design and teach viable and relevant LIS courses.

Public librarians agree. Responding to an informal survey posted recently on the California Library Association's listserv, CALIX, several practitioners expressed dismay at the lack of library school faculty who have firsthand public library experience. "It was extremely frustrating when I was getting my MLS and had non-practicing faculty members, or even ones with limited experience or experience outside the area they were teaching," one county librarian shared. "For example, many of us were going back into small public library systems, but cataloging was not emphasized at my program and the academic librarians were sure everyone would be copy-cataloging, but not all of us have been able to do that." Another respondent observed that having access to professors who provide "a combination of personal experience and research would be extremely valuable in giving library students a well-rounded education- one where they are ready to work in the realities of the day-to-day job."

A third librarian from Glendale Public Library noted that having former practitioners on faculty might go a long way toward inspiring students to become public librarians. "We do need more public librarians in the classroom to give library school students a more colorful and positive picture of public libraries," she said. "I have attended library school career fairs where students swarmed around the academic and special library representatives. Our table got two or three students maximum. Very disappointing." Yet another respondent related how her collection development professor-a former librarian-prepared her for the real-life library world. "It was so helpful having that realistic, practical slant on things, especially as I had not yet worked in a library," she explained. "His enthusiasm for library work was as helpful as his pragmatism."

LSP staff will not only recruit recent library and information science graduates into UCLA's doctoral program. They will also market the possibility of pursuing a doctorate to practitioners in hopes of bringing seasoned professionals into the academy. Interestingly, practicing librarians have already responded positively to the proposed program. When surveyed on CALIX about the notion of recruiting practitioners into library education, 43% of the respondents (n=14) said they themselves had considered pursuing a doctorate in library and information science. "In the last year, I have toyed with the thought of returning to school to earn my Doctorate," one library director confided. "I already know what my thesis would be because there is no published work on this topic and it is needed in the field: 'Master Facility Planning for Public Libraries: A Survey of Methodologies in the Field and Design Recommendations.'"

To target working librarians, LSP staff will recruit at professional library association conferences as well as at library schools. Emphasis will be placed on attending conferences that draw large numbers of public librarians, such as the Public Library Association and the Texas Library Association. An article describing the need for public library scholars and educators will be submitted to *Library Journal*.

Project staff will also visit library schools that do not offer a doctorate, but that do have a richly diverse student body. In addition to in-person meetings, recruitment will also occur through a four-color brochure that will be sent to all LIS programs in the U.S. and Canada.

Management Plan

The LSP project not only builds on the reputation of the UCLA Department of Information Studies (DIS); it also closely follows the success of the IMLS-funded PRAXIS program, which is now in the third quarter of its grant cycle. In recent years, DIS has made multicultural library and information studies a departmental priority, creating a well-respected Diversity Recruitment and Mentoring Committee and holding annual diversity summits with faculty, staff, students, and local practitioners. This year a Diversity Research Paper Award was initiated to encourage both master's and doctoral students to investigate topics related to the information needs of people who represent various ethnic, racial, religious, lesbian/gay/bisexual/transgender, and/or disenfranchised populations. Creating a socially conscious student body is a major priority of the Department.

With the promotion of associate professor and former public library administrator Virginia Walter to departmental chair, the Department has also seen a renewed interest in promoting research and service in public and children's librarianship. In 2000, the Department was awarded the first-ever American Library Association research grant to study the effectiveness of teen-oriented after-school homework centers in public libraries. In addition, Dr. Walter and students from the master's program have, for the past two years, provided story times at the UCLA Medical Center as part of the national Reach Out and Read program. The Department is also a partner in the "From Interns to Library Leaders," a Library Services and Technology Act project that places library school students in local public library internships.

This year, the Department received IMLS funds to implement PRAXIS, a program to train multicultural librarians how to conduct research and prepare for a possible future as doctoral students. As part of the program, post-MLIS students are currently enrolled in UCLA graduate courses. PRAXIS participants are mentored by DIS faculty and doctoral students, as well as by faculty of color from other library schools. Four PRAXIS students, including two retired public librarians, have applied to the UCLA doctoral program for fall 2003. If accepted, they will join the Department's cohort of 20 doctoral students, four of whom have research interests in matters related to public librarianship, youth services, and race relations.

Although UCLA is typical in that few faculty members do research focusing on public libraries, two DIS professors are renowned for their work on children's services and multiculturalism. Dr. Virginia Walter has studied children's information needs and information resources, childhood and family literacy, the sociology of children's literature and childhood reading, evaluation of library services, and citizen participation and volunteerism in public libraries. Associate professor Clara Chu specializes in multicultural library and information services, information seeking behavior, multicultural education, international and comparative information services, and transnational ethnic studies. In addition, the Department is fortunate to have on staff two lecturers, Elizabeth Martinez and Cindy Mediavilla, both of whom have had highly successful careers as public library administrators. Ms. Martinez teaches courses on public librarianship and national policy, while Dr. Mediavilla teaches library management, collection development, readers' advisory services, and professional development.

While small, the Department of Information Studies has adequate space and resources to accommodate the addition of six doctoral students. As currently configured, all PRAXIS and doctoral students have their own study areas, plus access to a small computer lab reserved for faculty and advanced students only. All students and faculty also have access to the Department's Multimedia and Interactive Technology lab and to the extensive resources located in libraries throughout campus. To begin practicing their teaching skills, LSP students will be given the opportunity to both serve as faculty teaching assistants and conduct one or more workshops as part of the Department's continuing education Friday Forum series.

Personnel

Principal investigator for the project is Virginia Walter, associate professor and chair of the UCLA Department of Information Studies. Before joining UCLA's faculty in 1990, Dr. Walter worked as a public librarian for 24 years. Her publications include *Output Measures for Public Library Service to Children* (American Library Association, 1992), *Output Measures and More: Planning and Evaluating Library Services for Young Adults* (American Library Association, 1995), and the best-selling *Children & Libraries: Getting it Right* (American Library Association, 2001). She was the president of the Association for Library Service to Children in 2001. Dr. Walter has overseen several recent projects, including evaluating the effectiveness of after-school homework centers for the American Library Association (ALA) and developing a teen volunteer program for the County of Los Angeles Public Library .

As chair of the Department's Doctoral Program Committee, associate professor Clara Chu will be instrumental in recruiting LSP students into the program. She is currently principal investigator for the PRAXIS program and, in 2002, was awarded ALA's Equity Award. Her publications include articles on immigrant children mediators, how to evaluate multicultural multimedia materials, and literacy practices of linguistic minorities.

The day-to-day operation of the Library Scholars Program will be administered by Cindy Mediavilla, lecturer and associate director of special projects for the UCLA Department of Information Studies. Dr. Mediavilla was a public librarian for 18 years before returning to UCLA for her doctorate. For the past seven years, she has coordinated the Department's continuing education program. She also manages the "From Interns to Library Leaders" program for the Metropolitan Cooperative Library System. She was president of the California Library Association in 2001. Dr. Mediavilla's research interests include after-school homework centers, leadership, and the history of public libraries. Her acclaimed book, *Creating the Full- Service Homework Center in Your Library*, was published by ALA in 2001.

Resumes for all three project personnel are attached.

Project Evaluation

Although the number of doctoral students enrolled in the LSP project will be easy to compile each year, the real impact of the program will not be fully known until the students begin their dissertation research, some three years into their course work. Therefore, a longitudinal study is proposed to measure project outcome #1: *an increase in the number of doctoral students-and eventually in the number of professors-whose research emphasis is in public librarianship, children's services, and/or multicultural library services*. Students' progress toward their degree, plus demonstrated research interests, will be measured each year of their doctoral program. They will also be surveyed one year after graduation to see if they have indeed become library school professors and if their research agendas still focus on public librarianship, children's services and/or multiculturalism.

In the short-term, the effectiveness of the recruitment process will be measured through a questionnaire that will capture students' motives for participating in the program. Questions will evaluate the importance of various factors, including level of financial assistance, one-on-one meetings with project personnel, reputation of the UCLA library school, desire to pursue doctoral-level research, desire to pursue public library research, and promotional materials. It is hoped that these data will help other schools coordinate similar recruitment efforts.

While the *creation of a statewide public library-related research agenda* (project outcome #2) will be a major outcome in itself, the impact of such an undertaking will be measured by tracking faculty and doctoral student publications in response to the need for particular research. Their findings may, in turn, inspire others to study the effectiveness of public library services, both locally and nationwide. "This kind of research is expensive," Virginia Walter contends, "but if it is done well, it will arm librarians around the country with

evidence" that their work is "important and has results." As she admonishes, public librarians "need more than anecdotal evidence and common sense to determine what works and what doesn't."

Once the Library Scholars Program is successfully in place and a statewide research agenda is created, there is little doubt that *the UCLA Department of Information Studies will establish itself as the premier provider of public library-related research and doctoral studies* (project outcome #3). Achievement of this goal will be measured by tracking the number of applications from prospective doctoral students who wish to pursue public library-related research. In addition, the number of times faculty are asked to consult on public library projects will be tracked, as will the outcomes of those individual projects.

Dissemination

The effectiveness of the Library Scholars Program will be shared through conference presentations, published articles, and the Department's website. In particular, LSP staff will make presentations at the California Library Association and Association for Library and Information Science Educators annual conferences in 2005 and 2006. There, the project's progress will be reported as will its final results. An article will be submitted to *Library Journal* during the recruitment phase of the project, with follow-up articles appearing in *Public Libraries* and the *Journal of the Association for Library and Information Science Educators* after LSP's successful conclusion. Emphasis will be on sharing the results of the project as well as tips for creating similar programs in other library schools.

PRAXIS currently has an extensive web site linked to the Department's home page. A similar website will be created for LSP. Included there will be a description of the program, anticipated outcomes, project design, personnel, and contact information. Once the project ends, a final report will be posted for at least one year after the completion date.

Sustainability

UCLA will ensure the sustainability of the Library Scholars Program by becoming the premier provider of public library-related research and education. As more similarly-minded students enroll, the more public librarianship will remain a priority within the Department. Also, as more doctoral students graduate with an emphasis in public librarianship, children's services and multiculturalism, the more those topics will become inculcated into library education as LSP alums find faculty positions in other institutions. As research interests broaden so, too, will course offerings. The profession will then benefit by having better educated public librarians.

References

1. This figure represents an average of findings published in *Library Journal's* "Placements and Salaries" feature October 15, 2000 ("Better Pay, More Jobs," pp. 30-36), October 15, 2001 ("Plenty of Jobs, Salaries Flat," pp. 34-40), and October 15, 2002 ("Salaries Rebound, Women Break Out," pp. 30-36).
2. Compiled from information available from a sample of library school websites (n=17). Accessed on April 10, 2003.
3. Shelly G. Keller, ed. *Convocation on Providing Public Library Service to California's 21st Century Population: Convocation Proceedings* (Sacramento: California State Library, July 1997).
4. Kevin Starr, "Progress Toward Implementation of the Recommendations." Memorandum to California public library directors, February 25, 2000.
5. Virginia A. Walter, *Children & Libraries: Getting it Right* (Chicago: American Library Association): 120.
6. Jerry D. Saye and Katharine M. Wisser, "Students." *Library and Information Science Education Statistical Report 2002* (Association for Library and Information Science Educators, 2002). URL available at: <http://ils.unc.edu/ALISE/2002/Students/Table%20II-4-c-5.htm>. Accessed April 8, 2003.
7. Timothy W. Sineath, "Faculty ." *Library and Information Science Education Statistical Report 2002* (Association for Library and Information Science Educators, 2002). URL available at: <http://ils.unc.edu/ALISE/2002/Faculty/Table%20I-17.htm>. Accessed April 8, 2003.
8. Walter., p. 118.
9. An informal survey was posted on CALIX on April 3, 2003. Questions asked included: Do you see a value in having practicing librarians return to school for a doctorate in library & information science? If so, what might the advantages be to the profession? Would there be any disadvantages?
10. Ibid., p. 120.

[illegible]

Longitudinal surveys to occur annually until 2012
Post-Graduation surveys one year after graduation, 2012 & 2013.

Project Budget Form

SECTION 1: DETAILED BUDGET

Year 1 - Budget Period from 11 / 01 / 03 to 10 / 31 / 04

Name of Applicant Organization University of California, Los Angeles

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Virginia Walter, PI	(1)					
Clara Chu, Recruiter	(1)					
Cindy Mediavilla, Proj Mgr	(1)					
	()					
TOTAL SALARIES AND WAGES \$				\$8,270		\$8,270

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Grad Student Reschers	(6)					
(Level III)	()					
	()					
	()					
TOTAL SALARIES AND WAGES \$			86,668			86,668

FRINGE BENEFITS

RATE		SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
GSR Fee Remission						
12.7 %	of \$					
23 %	of \$					
1.8 %	of \$					
TOTAL FRINGE BENEFITS \$						

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A						
TOTAL CONSULTANT FEES \$						

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
LA/Conferences	(4) (8)	estimate		\$12,000			\$12,000
Applicant Travel	(12) (2)	estimate		\$9,000			\$9,000
University visits	(12) (4)	estimate		\$9,900			\$9,900
IMLS Meetings	(2) (2)	estimate		\$2,000			\$2,000
TOTAL TRAVEL COSTS \$				32,900			\$32,900

Project Budget Form

SECTION 1: DETAILED BUDGET CONTINUED

Year 1

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Printing/Design	estimate	4,500			4,500
Conference Booths	estimate	2,500			2,500
Meeting costs	40 people x \$20/per person	800			800
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$		7,800			\$7,800

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL SERVICES COSTS \$					

STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL STUDENT SUPPORT \$					

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL OTHER COSTS \$					

TOTAL DIRECT PROJECT COSTS \$	203,563	\$9,476		\$213,039
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TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$	203,563	\$9,476		\$203,563
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- ☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.
☒ B. Federally negotiated Indirect Cost Rate (see page 2.4).

DHHS	June 30, 2003
Name of Federal Agency	Expiration Date of Agreement

C.	Rate base(s)	Amount(s)	
	21.5 % of \$	128,928	= \$ 27,719
	21.5 % of \$	9,476	= \$ 2,037
	% of \$		= \$

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
TOTAL INDIRECT COSTS CHARGED TO \$	27,719	2,037		\$29,756

Project Budget Form**SECTION 1: DETAILED BUDGET**Year 2 (if applicable) - Budget Period from 11 / 01 / 04 to 10 / 31 / 05Name of Applicant Organization University of California, Los Angeles

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Virginia Walter, PI	(1)					
Clara Chu, Recruiter	(1)					
Cindy Mediavilla, Proj M	(1)					
	()					
TOTAL SALARIES AND WAGES \$				<u>8,669</u>		<u>8,669</u>

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Grad Student Rschers.	(6)					
	()					
	()					
	()					
TOTAL SALARIES AND WAGES \$				<u>88,403</u>		<u>88,403</u>

FRINGE BENEFITS

RATE	SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
12.7 % of \$					
23 % of \$					
1.8 % of \$					
TOTAL FRINGE BENEFITS \$					

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A						
TOTAL CONSULTANT FEES \$						

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE Costs	TRANSPORTATION Costs	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
LA/CLA Confer	(5) (2)	estimate			<u>2,500</u>		<u>2,500</u>
IMLS Meetings	(2) (2)	estimate		<u>2,000</u>			<u>2,000</u>
	() ()						
	() ()						
TOTAL TRAVEL COSTS \$				<u>2,000</u>	<u>2,500</u>		<u>4,500</u>

Project Budget Form

SECTION 1: DETAILED BUDGET CONTINUED

Year 2

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
CLA Conference Booth	1 booth @ \$800		800		800
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$			800		800

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL SERVICES COSTS \$					

STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL STUDENT SUPPORT \$					

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL OTHER COSTS \$					

TOTAL DIRECT PROJECT COSTS \$	2,000	139,652	0	141,652
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TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$	2,000	139,652	0	141,652
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- ☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.
☒ B. Federally negotiated Indirect Cost Rate (see page 2.4).

DHHS		June 30, 2003	
Name of Federal Agency		Expiration Date of Agreement	
C.	Rate base(s)	Amount(s)	
	21.5 % of \$ 2,000	= \$ 430	
	21.5 % of \$ 103,225	= \$ 22,193	
	% of \$	= \$	

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
TOTAL INDIRECT COSTS CHARGED TO \$	430	22,193		\$22,623

Project Budget Form**SECTION 1: DETAILED BUDGET****Year 3 (if applicable) – Budget Period from** 11 /01 /05 **to** 10 /31 /06Name of Applicant Organization University of California, Los Angeles (UCLA)

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Virginia Walter, PI	(1)	:				
Clara Chu, Recruiter	(1)	:				
Cindy Mediavilla, ProjMgt	(1)	:				
	()	:				
TOTAL SALARIES AND WAGES \$				<u>9,086</u>		<u>9,086</u>

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
	()	:				
	()	:				
	()	:				
	()	:				
TOTAL SALARIES AND WAGES \$						

FRINGE BENEFITS

RATE	SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
12.7 % of \$					
23 % of \$					
% of \$					
TOTAL FRINGE BENEFITS \$					

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A						
TOTAL CONSULTANT FEES \$						

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Rsch Agenda Fc	(15) (2)	estimate		3,000			3,000
IMLS Meeting	(2) (2)	estimate		2,000			2,000
	() ()						
	() ()						
TOTAL TRAVEL COSTS \$				<u>5,000</u>			<u>5,000</u>

Project Budget Form

SECTION 1: DETAILED BUDGET CONTINUED

Year 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$					

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL SERVICES COSTS \$					

STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL STUDENT SUPPORT \$					

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
N/A					
TOTAL OTHER COSTS \$					

TOTAL DIRECT PROJECT COSTS \$	5,000	10,409		15,409
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TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$	5,000	10,409		15,409
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- ☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.
☒ B. Federally negotiated Indirect Cost Rate (see page 2.4).

DHHS

Name of Federal Agency

June 30, 2003

Expiration Date of Agreement

C. Rate base(s)

Amount(s)

21.5 %	of	\$ 5,000	=	\$ 1,075
21.5 %	of	\$ 10,409	=	\$ 2,238
%	of	\$	=	\$

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
TOTAL INDIRECT COSTS CHARGED TO \$	1,075	2,238	0	\$3,313

Project Budget Form**SECTION 2: SUMMARY BUDGET**Name of Applicant Organization University of California, Los Angeles (UCLA)

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

DIRECT COSTS

	IMLS	Applicant	Partner(s) (if applicable)	Total
SALARIES & WAGES	<u>86,668</u>	<u>114,428</u>	<u>0</u>	<u>201,096</u>
FRINGE BENEFITS	<u>76,196</u>	<u>41,809</u>	<u>0</u>	<u>118,005</u>
CONSULTANT FEES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TRAVEL	<u>39,900</u>	<u>2,500</u>	<u>0</u>	<u>42,400</u>
MATERIALS, SUPPLIES & EQUIPMENT	<u>7,800</u>	<u>800</u>	<u>0</u>	<u>8,600</u>
SERVICES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STUDENT SUPPORT	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL DIRECT COSTS	\$ <u>210,564</u>	\$ <u>159,536</u>	\$ <u>0</u>	\$ <u>370,100</u>
INDIRECT COSTS*	\$ <u>29,224</u>	\$ <u>26,469</u>	\$ <u>0</u>	\$ <u>55,693</u>

If you do not have a current Federally negotiated rate, your indirect costs must appear in the Applicant or Partner columns only. If you have a current Federally negotiated rate, you may request indirect costs from IMLS only on the direct project costs requested from IMLS.

TOTAL PROJECT COSTS \$ 425,793**AMOUNT OF CASH-MATCH** \$ 0 \$ 0**AMOUNT OF IN-KIND CONTRIBUTIONS** \$ 186,005 \$ 0
(INSTITUTIONAL COST-SHARING), INCLUDING INDIRECT COSTS**TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS)** \$ 186,005**AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS** \$ 239,788**PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS** 57 %
(MAY NOT EXCEED 50% EXCLUDING STUDENT SUPPORT - RESEARCH PROJECTS EXCEPTED, SEE COST SHARING ON PAGE 1.7)

Have you received or requested funds for any of these project activities from another Federal agency?
(Please check one) ☐ Yes ☒ No

If yes, name of agency _____

Date of application _____ or award _____ Amount requested or received \$ _____

**UCLA Budget Justification
Library Scholars Program
Professor Virginia A. Walter**

The budget for the Library Scholars Program will be discussed chronologically as presented in the program budget on the Schedule of Completion.

Recruitment - total budget -- \$28,900

There are four activities in the recruitment budget - recruitment materials, visits to universities to recruit, participation in two conferences, and visits by potential Library Scholars to UCLA.

Graphics: \$4500

This budget funds a graphic designer and the production of at least 2,000 four color brochures which will be disseminated at conferences, university visits, and by direct mail.

University visits: \$9900

We anticipate visiting four universities to pitch our doctoral program to students enrolled in MLS programs. We have targeted schools which appear to have a good record of recruiting students of color: San Jose State University, University of South Florida, Wayne State University, and Dominican. We plan to send a mix of faculty and current doctoral students to each site. We have budgeted \$300 a person for the California site and \$1,000 a person for each of the out-of-state schools.

Conferences: \$14,500

We will sponsor booths at two major library conferences where we are likely to attract potential applicants from the pool of practicing librarians - the Public Library Conference in Seattle in March of 2004 and the Texas Library Association Conference. Expenses include the cost of the booth and travel for four faculty and students to each conference.

Applicant visits to UCLA: \$9000

We plan to invite the twelve most qualified applicants to the Library Scholars Program to visit the UCLA campus in the spring of 2004. For planning purposes, we are assuming that half will be in-state and half will be from out-of-state. The budget allows \$500 travel expenses for California residents and \$1,000 for out-of-state applicants.

First year doctoral studies -- \$150,127

We plan to offer 50% Graduate Student Researcher (GSR) fellowship positions to six Library Scholars. In addition, we will pay the fees and tuition for each student. It is impossible to predict what the mix of in-state and out-of-state students will be; but we are budgeting for three (3) in-state and three (3) out-of-state for planning purposes. Each GSR position will pay a little less than \$20,000 to each student and will provide them with invaluable experience as an apprentice to a faculty researcher. Note that the department will pay the equivalent salary to the Library Scholars during their second year of studies as a cost sharing measure.

Research Agenda Forum -- \$3800

We propose to invite twenty people who are key stakeholders in the library community statewide to participate in a research agenda-setting forum during Year Three of the grant. These stakeholders will work with faculty and doctoral students to set a research agenda in the area targeted by the Library Scholars Program: public librarianship, library services to children and young adults, and issues of cultural diversity in library services. The budget includes \$200 travel stipends for the non-UCLA participants and \$800 for meeting expenses, including a working lunch.

Travel -- \$6,000

As requested by the Program Officer, we have added \$2,000 per year for IMLS- designated meetings in order to meet the guidelines of the grant.

Total direct costs: \$210,563

F &A Costs @ 21.5% of Modified Total Direct Cost: \$29,224

TOTAL: \$239,788

UCLA's Cost Sharing

Note that UCLA is only required to provide cost sharing on the non-fellowship portion of the grant. However, we are offering considerably more than that because we feel that this program is so integral to our mission and strategic plans.

We are not asking for any salary for UCLA faculty or staff; the Principal Investigator, Co-Principal Investigator/Recruiter, and Project Manager will be paid out of regular UCLA funds.

A major element of our cost-sharing -- \$186,005 -- is that we will offer matching GSR fellowship positions, fees and tuition, to all six Library Scholars in their second year of study. Note that out-of-state tuition is not a factor in the second year of studies; all students will have qualified as California residents by then. We anticipate that we will find similar funding for an additional two years but did not include this in the budget because it is outside the project's period of performance.

We also propose to fund recruitment at the CLA Conference out of our departmental budget, at a cost of approximately \$3300.